



Beaufort's (2007) research focused on the creation of specific experiences that address the problem students have transferring their literacy learning to other contexts. She suggests that English instructors "teach those broad concepts ... [which give] writers tools to analyze similarities and differences among writing situations" (p. 149). Offering students multiple contexts in which to assess communication needs allows for the kind of analysis Beaufort recommends. Service-learning allows for this type of cross-contextual learning, and it also provides students with fodder for writing.

Research suggests that teachers be flexible in evaluating student progress. Jacoby (1996) explained how differently individuals learn in similar environments. Recognizing the developmental and individualistic nature of learning requires the creation of goals for service-learning that allow all students to learn in multiple contexts. Tuomi-Gröhn and Engeström (2003) also advocated for expansive learning across boundaries in real world settings for optimum learning transfer.

This study suggests that service-learning opportunities have the potential to reach the greatest number of students and provide learning and learning transfer that will benefit them long after their first-year college composition experience. The present study concludes that service-learning might be the best way to provide a multiplicity of contexts that allow students to expand their learning.

## **References**

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